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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Where we are in Place and Time** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Identifies n+1 (one more) when comparing quantities  - Using objects finds 2-number combinations to make numbers from 1 to 4, draws the combination and writes the numbers | | | | | | **Skills: Observing,** Application | | | | | |
| **Materials:** Cuisenaire rods, math notebooks, pencil case. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 9 Oct. 15-18** | | | | **Time: 45 min.** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in two. Explain that they are going to work parallel to make them know the strategy. | | | | | | | | | | | |
| **Main Activity:** Explain n + 1 using the rods    1+1  **2+1**  **3+1**    **4**  **Then, ask them to find the possible 2 number combinations to make numbers 1 and 2.**     1. **2**     **1+1**  **1+0 2+0**  **0+1 0+2** | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Model how to represent the combinations in the notebook, colouring and writing the corresponding numbers. | | | | | | | | | | | |